



Amington Heath Primary School and Nursery

Behaviour Policy

School Own Policy

Adapted by Charlotte Davies

Approved on: 08/02/2023

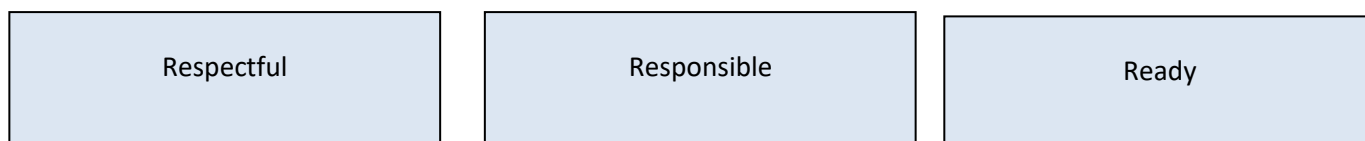
Review by: 08/02/2024

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of their behaviour.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.

Although this policy refers to the behaviour of children, we expect all staff to demonstrate the high standards we expect of our learners. This is in line with the teacher standards: *demonstrate consistently the positive attitudes, values and behaviours that are expected of pupils.*

Our School Rules



Consistency in practice

All staff

1. **Meet and greet** children.
2. Refer to '**Respectful, Responsible, Ready**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **recognition board** throughout every lesson.
6. Be **calm** when going through the steps. Prevent before sanctions.
7. **Follow** up every time and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

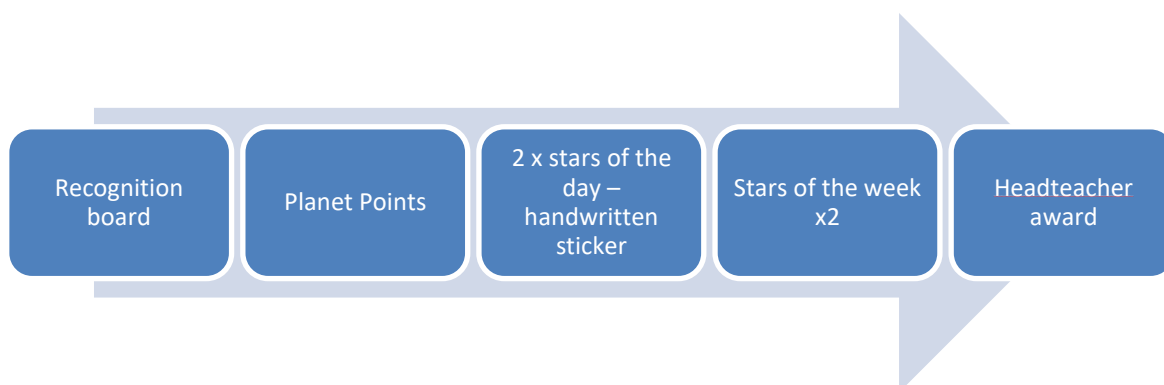
Senior leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site, especially lunch and break times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice

Recognition and rewards for effort

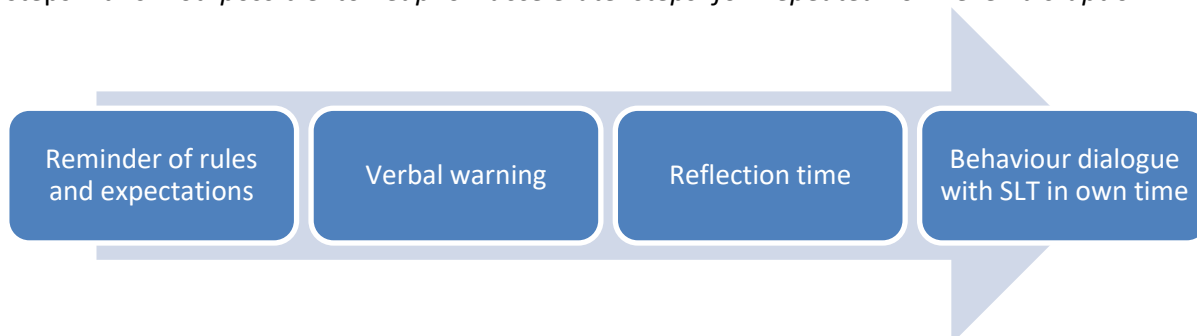
We recognise and reward learners who consistently follow our school rules or who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise or a sticker can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach.



Managing behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be reviewed with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*



Reflection time

- The learner is asked to take time away from others – usually at the regulation station
- Time for the learner to calm down
- Learner can consider next step
- Independent time
- Reflection time is always followed up later with a very short discussion about the incident

Behaviour dialogue

- Reflect, Repair and Reconnect
- SLT support colleagues to show a united front
- What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? What needs to be done to fix it?
- At this point, parents will be contacted to discuss the child's behaviour

If reflection time is unsuccessful, or if a learner refuses to take reflection time, they may be asked to speak with a senior leader. They will then move to the next step to have a behaviour dialogue in their own time. Children who miss learning time for any reason may be asked to make up this lost learning during break and lunchtimes.

Very occasionally a child may be removed from the classroom. This is a serious sanction and only used when other strategies have been unsuccessful or behaviour is extreme. Removal is only used:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

A child will return to their normal learning environment when they are calm and ready to engage in learning.

Removal should be distinguished from the use of separation spaces for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Following the behaviour dialogue, it may be appropriate for a member of staff to take additional action. For example:

- a phone call with parents, and other agencies involved e.g. social worker, virtual school;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or

- considering whether the support for behaviour management being provided remains appropriate
- Issue a 'red card' which is recorded on the pupils behaviour record. This is the case for serious incidents involving continued low level behaviour, violence, damage to property, lying, swearing or discriminatory comments.

The process starts again with a clean slate at the start of every day.

Staff will always deliver sanctions calmly and with care. Where possible, this will be done without an audience. It is in nobody's interest to confront poor behaviour with anger. Avoid confrontation which can escalate a situation.

C ommunication – stance, posture, gesture, facial expression, intonation, scripts

A wareness and Assessment – reading behaviour, anticipating what might happen, knowledge of plans

L istening and Learning – give time and space, allow pauses for take up time, give them a way out

M aking safe – objects, space, hotspots, safety response

Five step approach

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted interventions
5. Restorative follow up

SEND and Inclusion

At Amington Heath, we promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Behaviour is considered in relation to any SEND needs of a child. The graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

As far as possible, staff anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism.

Pupil Support

Where a child is struggling to manage their behaviour, support will be put in place to support both the child and members of staff. This will be tailored to meet the needs of the child but may include:

- small group mentoring with the family support worker
- extended meet and greet
- ELSA, nurture or Lego therapy
- Lunchtime social club
- Referral to external agencies eg Mental Health Support Team, behaviour support, etc
- Individual reward charts
- Individual behaviour plans

Individual Behaviour Plans

On occasions, a learner may need an adapted approach and an individual behaviour plan may be required. We may seek the advice and support of outside agencies. It is always our aim to keep children in school and engaged with their learning but this cannot be at the detriment of others and their safety. Often, a child with an individual behaviour plan will also have an individual risk assessment. Where an individual behaviour plan includes the possibility of suspension, this will always be a last resort.

Restrictive Physical Intervention

Teaching and support staff at Amington Heath have had restrictive physical intervention training from Education Psychologist team. Some teachers and support staff have also had TeamTeach training. All staff will use de-escalation strategies such as use of spaces, management of time. Changes to environment, stance and posture and facial expressions whenever possible, however when needed RPI (restrictive physical intervention) may be used to ensure the safety of the child and others.

In the event of escalation behaviour, staff will always conduct a dynamic risk assessment. The intervention must be reasonable, proportionate and necessary.

Reasonable – How is this intervention in the best interests of the child?

Proportionate – Is it proportionate to the circumstances it is intended to prevent?

Necessary – If we wait, might it get better or is it likely to get worse?

Team Teach trained staff may use strategies such as the calming C, guiding C or beanbag seat. The beanbag seat may only be used with children below hip height. Minimum force is used for maximum care. Staff are not trained in holds or restraints. RPI is used for the minimum amount of time to make the situation safe

Any RPI is recorded on CPOMS and includes: what has happened, the dynamic risk assessment, intervention used and why, witnesses, other individuals involved, how parents have been informed, what needs to happen next. Incidents should be reviewed and used to inform individual behaviour plans and risk assessments.

In an emergency situation, staff who are not TeamTeach trained may use RPI to ensure the safety

of a child using the principles of reasonable, proportionate and necessary.

Individual Risk Assessments

Children with individual behaviour plans, where RPI may be needed, should have an individual risk assessment outlining the risk and details of planned and agreed positive preventative strategies. The risk assessment is written with and agreed by parents and is shared with all staff who work with the child. Incidents related to the plan are recorded on CPOMS and inform future reviews.

Here to Help Protocol

At Amington Heath, all colleagues support, guide, model and show a unified consistency to the learners. When a member of staff is dealing with challenging behaviour, staff follow the 'Here to Help' protocol.

A member of staff approaching the situation will offer support by saying 'Here to help'. The staff member may accept or decline that help. However, if the approaching staff member feels they can offer something (correction to policy, further information, a better relationship etc) they say 'more help needed.' The member of staff MUST listen to that staff member and accept the help being offered. This may involve taking charge of the situation.

The 'here to help' protocol is an essential part of teamwork to keep children and staff safe.

Suspension Procedures

Listed below is a 'Level' procedure of suspension consequences the Headteacher will use to respond to pupils who have chosen to go beyond the levels of the system above (Consequences system):

LEVEL 1:

1st and 2nd fixed-term suspensions (typically 1-3 days)

Parent(s) or carer(s) contacted and informed of the suspension as soon as possible after the incident.

School Administrator prepares suspension Level 1 letter for Headteacher to sign

School Administrator posts/hand delivers letter to parents and puts a copy in the child's files.

Headteacher will complete the following actions:

Headteacher meets the child with parent(s) / carer(s) following the suspension and before the child is readmitted to school.

The Behaviour support worker/Inclusion manager and Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

LEVEL 2:

3rd fixed-term suspension (typically between 2-5 days);

Same process as Level 1

Headteacher discusses case with Local Authority Senior Officer and a possible meeting will be called with parents and senior officer to discuss any other options available for the child to access learning – one to one, restricted timetable, managed move etc.

LEVEL 3 – PERMANENT:

Permanent suspension – the child's place at school will be terminated.

Same process as Level 1

Headteacher informs Local Authority Senior Officer

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents, the Headteacher is authorised by the Governing Body to use whichever step she deems appropriate.

After any suspension, the child will be referred to the SEN and Inclusion hub for additional support. This may have already happened if the child was known to be at risk of suspension.

Where a child has identified Special Educational Needs or there are serious child protection concerns, which would likely place the child at risk of serious harm if permanently excluded, the Headteacher may refer a case to a Pupil Discipline committee of the Governing Body and to the Inclusion team at Staffordshire County Council to determine whether a permanent exclusion is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

Any children with specific behavioural needs will work with the Inclusion manager and FSW for a tailored behaviour plan/risk assessment where required.

SEN and Safeguarding

At Amington Heath, staff always consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping Children Safe in Education, school staff follow the child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Behaviour outside of school premises

At Amington Heath School, the Headteacher and member of the Senior Leadership Team have the power to sanction pupils for misbehaviour outside of the school premises or online and which is witnessed by a staff member or reported to the school. Staff will liaise with parents when identifying appropriate sanctions. Conduct outside the school premises that may result in sanction includes behaviours:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Child on Child Abuse

Following any report of child-on-child abuse offline or online, the school follows the safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. These are outlined clearly in Amington Heath Primary School's [Child on Child Abuse Policy](#). The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Staff Induction and Support

All new staff are made fully aware of this behaviour policy during the induction process. Staff have the opportunity to raise any questions and ask support at any of the three induction points. New staff have a mentor that they can go to for additional support at any point.

Behaviour, including special needs, mental health and safeguarding, is integrated into the whole CPD timetable for all staff.

The majority of staff will be invited to participate in TeamTeach training. Staff may opt out of this if they wish.

Pupil Transition

Children new to Amington Heath have a series of 1-1 sessions with our behaviour support worker. This is to ensure that the children settle well. During these sessions, children will be made aware of our school behaviour policy.

New children will also have a peer mentor identified who will support them during social aspects of the day.

Banned Items

The Headteacher and senior leadership team have a statutory power to search a pupil, or their possessions, where they have reasonable grounds to suspect that the pupil may have a prohibited item

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Details for how a search would be carried out can be found [here](#).

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

- Anti-Bullying Policy
- Pastoral care policy
- SMSC Policy
- Safeguarding Policy
- Child on Child Abuse Policy

Appendix A

Scripted Intervention

I noticed you....(are distracting Fred, wandering around, threw that rubber)

It was the rule about that you broke.

You have chosen to (follow sanctions)

Do you remember last week when ... (you got star of the week, wrote that amazing story)

That is who I need to see today.

Thank you.

Behaviour Dialogue

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected and how?

What should we do to put things right?

How can we do things differently in the future?

Appendix B

Behaviour management in pre-nursery (Little Learners)

We will always acknowledge good behavior. When children are staying within boundaries, respecting others, controlling their feelings, we must tell them that they are being good, or that they are playing well together, or that they have been patient waiting for their turn etc. This will show children this is the type of behavior that we want and like.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Sharing, taking turns and negotiation will be encouraged.

In order to achieve this:

- (a) Staff will establish clear boundaries according to the child's level of understanding and maturity.
- (b) All staff will ensure that the rules are applied consistently, through consultation with children so that they have the security of knowing what to expect and can build up useful habits of behaviour.
- (c) Staff, volunteers and students will endeavour to be good role models for the children to observe.
- (d) Staff will praise and give positive feedback to encourage behaviours such as kindness and willingness to share and help children find solutions to deal with conflict.
- (e) Verbal praise is given to children by staff when they either spontaneously, or on request, perform an act or words which are considered helpful, considerate, courteous, independent, or have produced work or have done something without being asked that has been encouraged in the past.
- (f) Staff take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- (g) In the unusual case of a child regularly displaying anti-social or disruptive behaviour extra effort is made by staff to praise good behaviour, however trivial, to reinforce and promote the good behaviour.

Through staff training, staff recognise that children are learning to deal with a range of emotions and feelings – and constructive solutions are found to acknowledge these feelings.